



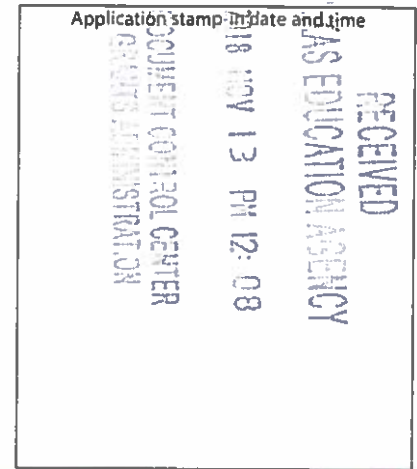
2019-2020 PRINCIPAL PREPARATION GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation **ESEA, as amended by P.L. 114-95, ESSA Title II, Part A**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
 Texas Education Agency
 1701 N. Congress Avenue
 Austin, TX 78701-1494



Grant period from **January 1, 2019 - June 30, 2020**

☒ Pre-award costs are not permitted.

Required Attachments

Attachment 1: *Leverage Leadership Readiness Assessment*

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization Brownsville ISD CDN 031-901 Vendor ID 74-6002593 ESC 1 DUNS 030917579
 Address 1900 Price Road City Brownsville ZIP 78521 Phone 956-548-0000
 Primary Contact Dr. Esperanza Zendejas Email drezendejas@bisd.us Phone 956-548-8011
 Secondary Contact Dr. Greg Garcia Email greggarcia@bisd.us Phone 956-698-1478

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Dr. Esperanza Zendejas Title Superintendent of Schools

Email drezendejas@bisd.us Phone 956-548-8011

Signature *E. Zendejas* Date 11/02/2018

Grant Writer Name Edwin Barrera Signature Edwin Barrera Digitally signed by Edwin Barrera Date: 2018.11.09 09:49:05 -0600 Date 11/09/2018

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

Shared Services Arrangements

X SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
BISD is the largest poverty district in Texas serving over 46,000 students in the Southern tip of Texas and has 205 Campus Administrators at 58 schools. The highest poverty rate in Texas requires select STEAM oriented area leaders with a higher education vision.	BISD will; (1) screen BISD professional candidates through a rigorous selection criteria that includes supervisor's recommendation, panel interviews, successful evaluations, and employment commitment to BISD; (2) Match each candidate with a top BISD mentor; (3) Use an EPP who utilizes components of T-PESS and certification exam 268; (4) use real experiences; (5) place in TEA targeted schools.
The BISD principal population is predominantly Hispanic (93.4%) while many are 'pipelined' in Brownsville limiting exposure to different and diverse systems and weakening leader capacity for new ideas.	BOLD candidates will complete; (1) Integrated Leadership Principal Preparation Program (ILP ³) (2) NL, Harvard Training; (2) six field supervision experiences; (3) four mentor observations; (4) monthly targeted skills such as grant writing, future forecasting, leading teams, data disaggregation, full service schools and CCMR.
BISD needs to recruit, support and retain highly effective Principals and Assistant Principals with a Growth Mindset who have the capacity to lead a large Hispanic (98%), econ-disadvantaged population (96%).	BOLD will provide; (1) training on topics addressing the needs of BISD demographics (2) Provide TExES Principal preparation to prepare the candidate to meet standards on credentialing exam; (3) engage new trainings that produce courageous and bold leaders (i.e. C&I); (4) hire BOLD graduates as BISD principals

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the Brownsville Opportunities for Leadership Development (BOLD) Program in partnership with Region ESC 1 Educational Preparation Program (EPP), the New Leaders (NL) Training, Harvard Summer Leadership Training and BISD Mentors, BISD will graduate 10 candidates who are strong leaders in the Integrated Leadership Principal Preparation Program (ILP³) with a one-year full-residency program with authentic school observations and experiences allowing 100% of the principal candidates to complete the principal certification qualifying and preparing them for a challenging BISD principal or campus leadership position within 3 yrs. of graduation of the program. 100% of the candidates will receive best practices including a concentrated focus on instructional leadership with authentic campus-based EPP leadership support.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Benchmark 1: Recruitment of 10 Master teachers identified for the residency program by 4/19/19. Candidates will display great character to include; GRIT, Life Balance, Principal Pathway Goal, Respect, Self Transcendence, Listening and Caring.
 Benchmark 2: All BOLD Partners meet with principal candidates and begin summer training in Brownsville, Tx. by 6/19.
 Benchmark 3: ESC 1 enrollment completed, yearly salary commences, tuition, fees covered and paid by 5/31/19.
 Benchmark 4: Principal mentors matched to each principal candidate and Intensive New Leaders Program begins by 6/19.
 Benchmark 5: BOLD principal candidates successfully complete the summer training and begin one of three internships.
 Benchmark 6: BOLD candidates begin weekly intensive workshops, work as a Leadership Team on real world solutions and scenarios, shadow superintendent, analyze a Board Meeting, participate in Ropes Training, select BOLD project by 9/19.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Benchmark 7: BOLD principal candidates will complete the TExES review session offered through the certification office with a score of at least 80% on the practice exam by 5/20.

Benchmark 8: Fall Internships will be assigned to an Elementary, MS or HS depending on selection of projects.

Benchmark 9: BISD mentors observes candidates (4x), assign teams, campus duties, meetings and co-selects final project.

Benchmark 10: Required site visits (6X) begin with each principal candidate by 9/19 for ten planned observations.

Benchmark 11 : Enrolled Master's program candidates successfully complete 1/2 total of program hours toward Educational Administration Certification by 12/19. Interns will continue to document and report number of internship hours/activities.

Benchmark 12: BOLD candidates complete workshops, teams, shadowing, ropes, and are approved for Spring Internships.

Third-Quarter Benchmark

Benchmark 13: Principal mentors meet with mentee weekly and complete 4 required observations.

Benchmark 14: ESC 1 completes 6 site visits with each principal candidate by 6/21.

Benchmark 15: Enrolled Master's program candidates successfully complete a Educational Administration Certificate by 5/20. Scheduling and conducting Impact Coaching training, book study, networking among participating campuses, and round table discussions. Survey and conduct round-table discussions with the candidate, district grant contact, principal mentor and field supervisor.

Benchmark 16: Enrolled interns successfully complete three internship experiences by 5/20.

Benchmark 17 : Integrated Leadership Principal Preparation Program (ILP³) candidates tuition and fees paid as well as continue earning a salary during the training period. Summer Harvard Program will serve as summer bridge into new roles.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Under the direction of the ISET Assistant Superintendent and BISD Grants, BOLD evaluation data will be used to determine when to modify the project plan, including if quarterly progress or summative SMART goals do not show progress; this also includes but not limited to consistent, collection of data that measures progress to stated benchmark goals and process of data analysis and related programmatic adjustments. BOLD data will be aligned to benchmarks and metrics in prior section. In order to ensure BOLD's project success, careful monitoring through ILP³ will be in place to evaluate and ensure participants are meeting benchmark goals. Monitoring process steps will include: Meeting with candidate to discuss exiting barriers. Meet with intern, as needed, principal mentor and/or district administrator to discuss barriers a candidate is experiencing and develop an action plan. Participants that are not experiencing success in their internship will be provided with additional interventions that may include additional mentoring and field supervisor support, professional development opportunities in the areas of need, informal or formal intervention plan, and/or additional opportunities for continued professional development. Mentor Principals will be required to meet with their assigned intern for 120 minutes per week (2 hours) to ensure a constant communication and support system is in place. This will lead to a total of over 72 hours of mentoring time. A survey will be administered to interns, principal mentor, field supervisor, and District contact every 3 months. All stakeholders will provide feedback regarding the experience with the program, provide information regarding additional assistance/support needed in order for the interns to succeed and have the opportunity to provide feedback in how to improve the services. Careful analysis of data provided through these surveys will be conducted. Modifications to the program will be considered and implemented to ensure program success as needed. Additional support and training will be provided through round-table meetings and/or professional development. The Strategic Planning and Design Team (See Appendix C-Design Team, Resumes,) will serve as a conduit of communication between the principal candidates, district, and ESC 1. A written agenda for each meeting will be developed and the group will maintain official minutes that include progress toward meeting the SMART goal and semester benchmarks. Formative evaluation reports will be created at the end of the first semester (Fall 2019) and presented to the BISD Superintendent. Summative evaluation reports will be created at the end of the school year (Spring 2020) and presented to the BISD School Board.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

☒ The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.

☒ The applicant assures that the principal preparation residency is full-time and at least 1-year in length.

☒ The applicant assures that residents do not have significant classroom responsibilities.

☒ The applicant assures that residents do not hold a principal certification in the state of Texas.

☒ The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute in June 2019.

☒ The applicant assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.

☒ The applicant assures that Attachment 2: *Principal Preparation Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Preparation Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.

☒ The applicant assures they will select their EPP per LEA compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to brenda.garcia@tea.texas.gov for approval.

☒ The applicant assures understanding that full grant award will not be released until TEA staff have concluded the negotiation process and verified the MOU contains all the required elements listed on page 8 of 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

Statutory/Program Requirements

1. Provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria, including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. Also, provide the plan for considering the degree to which the diversity of the residents mirrors that of the student population in the recruitment and selection strategy.

Brownsville's Opportunities for Leadership Development (BOLD) program will target 10 Master level candidates (will have no teaching duties) for recruitment and selection utilizing demonstrated leadership criteria, including BISD evidence of measurable student achievement, strong evaluations and appraisals from supervisors, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and a growth mindset. All applicants mostly Hispanic will have backgrounds that mirror that of the student population. In order to build a strong pool of future BOLD BISD campus leaders, a very rigorous recruitment and selection process will be utilized focusing on candidates meeting the following six BOLD criteria requirements:

BOLD Criteria 1- Measurable Student Achievement: Bold Candidates will have a minimum of 3-5 years teaching experience and have a minimum of 2 years of campus-level leadership such as serving on the SBDM committee, department/grade level chair, or in any other leadership role. They must hold a valid Standard Teacher Certificate. Candidates will be asked to provide 2 professional recommendations from a principal supervisor and one from a colleague. Candidates will hold a master's degree, or higher with a minimum of a 3.0 G.P.A. from an accredited university or be enrolled in a university in which they will be required to complete a master's by May 2019 with at least a 3.0 GPA. This includes demonstrated successful student achievement/improvement as evident in their STAAR/EOC state results.

BOLD Criteria 2: Strong Evaluations and Observations - The candidate has demonstrated the ability to teach and resolve significant school academic achievement challenges to positively influence campus performance measures. Supervisors must have rated the candidates at the highest levels of teaching performance in order to qualify for the program and the candidate must indicate effective response to observations and feedback.

BOLD Criteria 3: Interpersonal Leadership and Strategic Problem Solving - The candidate has demonstrated evidence of prioritizing and completing professional development, reviewing student work, and using feedback to positively impact student achievement. The candidate has built collaborative relationships within the school to improve instructional practice, student achievement, and the school culture. Complete an oral interview, present a plan solving a leadership problem from a given scenario, pass a critical thinking test and a written reflective exercise. This information is supplemented with data from a BISD Administrative job application, committee interviews, and on-site performance tasks that the committee systematically collects during the interview process.

BOLD Criteria 4: Growth Mindset- Eight to ten interview questions will provide committee members with a more holistic view of the principal candidate growth mindset focused on effective predictors of future performance, hiring priorities and professional standards for a Principal Pathway. Question responses will be recorded, and interviewees will independently rate candidate performance. During a meeting after all interviews are complete, search committee members will identify 10 finalist and 2 alternates to enter the rigorous BOLD Principal Preparation Program (ILP³).

BOLD Criteria 5: Prospectus Statement of Purpose: Candidate must complete an essay on how they would improve an academic Core Content area such as English, Math, Science or Social studies, improve their own leadership, solve a real BISD problem area and include a detailed statement for their career goals.

BOLD Criteria 6: Customized BOLD Training -Candidates must be willing to attend customized BOLD trainings to include: Harvard or Nationally selected Summer Principal Leadership Programs, New Leaders Training, Holdsworth Trainings, BISD Ropes Training, BISD Grants Training, Scenario Trainings, Superintendent Job Shadowing, and Customized BISD Documentation and Data Driven Training Workshops. Candidates must complete 2 individual projects-See Appendix B.

Statutory/Program Requirements

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

BISD has partnered with Region One ESC for a high quality year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school settings meeting all Principal Preparation BOLD Grant requirements. The scope and sequence of the ILP³ Program resides with SBEC-approved EPP curricula & coursework and is based upon the Principal standards in §149.2001, including (I) Instructional Leadership (II) Human Capital (III) Executive Leadership (IV) School Culture (V) Strategic Operations all incorporated into the content of each course module through stated course objectives, assigned textbook readings, course discussions, assignments and assigned tasks, comprehensive module exams, research papers, panel discussions, Campus Action Plan presentations and leadership papers. Aligned with the curriculum are the domains and competencies related to the principal certificate. Integrated Leadership Principal Preparation Program (ILP³) scope and sequence consists of a two-part training process.

Standard 1. Instructional Leadership: As part of the internship, BOLD principal candidates will disaggregate data to conduct a comprehensive needs assessment, work proactively to examine quarterly progress measures and utilize best practices to improve teaching and learning. Throughout the process, the school leader will learn to guide and support effective teachers who can describe, plan and implement cognitively challenging and differentiated activities to positively impact student performance for at-risk students. Field supervisors are certified administrators with more than ten years of successful administrative experience, served as an administrator within the same campus level as the intern and are trained with the state's Field Supervision Coaching training and Impact Coaching training. A total of six formal observations is required by program field supervisors, with a minimum of four formal observations during the first semester and two more formal observations during the second semester, each lasting no fewer than forty-five (45) minutes, for a total minimum of two hundred and seventy (270) minutes-well above state requirements. Written feedback of the results of the observations, which must include documentation of practices observed, through an interactive conference with interns is required.

Standard 2. Human Capital: BOLD Interns will complete a pre-and post-observation cycle through Texas TESS to identify areas of strength and receive feedback on growth areas, develop strategies to motivate staff to meet performance expectations and to communicate staff development and retention efforts to meet school improvement goals.

Standard 3. Execute Leadership: BOLD Interns will conduct an equity audit to introduce interns to using the Texas Academic Performance Reports to disaggregate campus wide data. Principal candidates will attend meetings of various school and community stakeholders to develop strategies for holding candid discussions of progress and challenges, researching evidence based interventions, and working as a collaborative team to achieve improved school and student outcomes. The Mentor Principal will work with the intern to determine a significant problem/challenge in their school that influences instructional practice and will increase student achievement. After the problem has been identified through data analysis, getting to the root cause, etc., the intern will create a project plan of action by researching best practices, what successful schools are doing, etc. The plan will include the intern providing professional development for staff and creating and leading a collaborative team that will provide problem solving and decision making skills. First, candidates will participate in the pre-internship preparation trainings in topics aligned to the State Board for Educator Certification Standards for Principals. The pre-internship courses are design to prepare the participants for their internship. Second, the candidate will complete the internship phase in their current campus assignment with additional administrator/leadership responsibilities plus additional courses to prepare them to be an effective administrator which also prepares them to take and pass the state principal exam. The formative assessments and benchmarks, along with summative assessments are designed to demonstrate the extent of mastery of the standards (content knowledge and appropriate, effective use of that content knowledge in the form of performance and demonstrated skills) in and outside the classroom. Bold will follow the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving. BOLD Required Readings and Textbooks are provided through the program fee such as Leverage Leadership and Driven by Data (Bambrick-Santoyo). Additional training includes; future forecasting, New Leaders, Harvard Summer Learning to carefully coordinate an 'out of the pipeline training' for BISD future leaders (App- C).

Statutory/Program Requirements

3. Provide a description of school actions implemented in the 2016-2017 or 2017-2018 school years; or planned for the 2019-2020 school year and beyond. Refer to page 7 of the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines for a list of school actions. Check "Not Applicable" if LEA has not implemented any school actions in the 2016-2017 or 2017-2018 school years or has no plans to implement school actions in the 2019-2020 school year and beyond.

☐ Not Applicable

BISD has implemented several school actions in the 2016-2017 and 2017-2018 school years and has plans to implement school actions in the 2019-2020 school year and beyond. BISD created an "Innovation Transformation Office" and that office is led by Alma Cardenas-Rubio, Assistant Superintendent of Innovation Strategy and Educational Technology (ISET). Alma Cardenas-Rubio spearheaded the grant Design Team that included central office administrators, campus administrators, counselors, teachers, deans, and EPP faculty in coordination with all targeted eligible BISD schools (See Appendix C- Resumes, BOLD Design Team members, and notes).

BISD School Actions include:

A. Adding a one FTE Person. Mrs. Rubio is a full-time equivalent BISD Administrator.

B. BISD has developed systematic processes to design and launch new or redesigned schools, as evidenced by a public Call for Quality Schools. BISD has created STEAM Academies and has launched two P-TECH Schools with all BISD High Schools meeting ECHS requirements.

C. BISD school Actions have also included :

1. Closing an under performing middle school. Cummings Middle School students were redistributed into other BISD Middle Schools and the facility became the new BISD Career Technical Education (CTE) Certification Center for the school district.

D. BISD is designated as a District of Innovation. BISD was approved by the Texas Education Agency to be a District of Innovation. This allows BISD to start school earlier in August, have greater local controls, offer ore dual credit courses that match the college level, and more ability to be innovative in various areas.

Statutory/Program Requirements (Cont.)

4. Provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Data-Driven Instruction* provided in Attachment 1.

BISD currently implements an Observation and Feedback instructional leadership system that has allowed BISD to rank in the top 7 in comparing Academic Student Performance (89 score) in the Rio Grande Valley that includes 7 Charter Districts. BISD uses interim assessments and benchmarks, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.).

BISD uses a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching by Tier levels.

BISD delivers timely professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs.

BISD uses a system for creating, implementing, and monitoring aligned lesson/curriculum materials that meet or exceed the rigor of the standards and end-goal assessments.

BISD uses rooms to host data driven maps for school improvements visuals indicating where each student has scored on benchmarks and state exams. These rooms are labeled 'war rooms'.

BISD trains on the ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans.

BISD holds leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning. Higher performing schools receive autonomy and are allowed to control their own hiring objectives to meet state exams requirements.

BISD Professional Development creates the ability for teachers to lead lesson/unit planning activities that are connected to the trends that the data show are producing greater results and achievement.

BISD Professional Development creates a follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement.

5. Provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

BISD currently implements a successful Data-Driven Instruction instructional leadership system but will utilize BOLD to structure the process and future leaders. BISD is the only NCUST recipient in the nation in the last four years with at least 14 campuses winning a Gold (2), Silver (6) or Bronze (6) award. Additionally, four schools earned gold and silver rankings as 2018 Best High Schools in America (US News & World Report). The Educational Results Partnership and Institute named fourteen of our schools to the Texas Honor Roll for Productivity in Education. The US Department of Education named two of our campuses as Blue Ribbon Schools.

BISD completed the Leverage Leadership Readiness Assessment: Observation and Feedback (Attachment 1) and has the following strategies for Observation and Feedback. BISD Principal content knowledge and expertise in one or more of the core subject areas (Math, Language Arts, etc.), allows for knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers. BISD observable skills include the ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized. BISD uses a consistent observation schedule that allows principals to observe and meet face to face with teachers following each observation for the purpose of instructional coaching. BISD uses a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development. BISD uses a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice. Teachers are allowed to observe other teachers upon request. BISD uses genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements. Grade level meetings allow for trouble shooting scores, curricula and observation feedback. BISD provides the ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do". PD can be created with instructional specialist, master teachers, weekends, after school or intensive ESC 1 trainings.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☒ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☐ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☒ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☒ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text" value="0"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="0"/>
4. Total current-year grant allocation	<input type="text" value="0"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="0"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="0"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

Request for Grant Funds

Number of principal residents participating in the 2019-2020 Principal Preparation Grant Program 10

Matched amount (number of principal residents participating in program x \$15,000) 150,000

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Salaries for residents (\$50,000 x 10 principal interns)	500,000
Fringe Benefits for 10 FTE BISD interns @ 17% (10 x \$ 8,500)	85,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

EPP Training Program (\$6,600 X 10 includes exam costs)	66,000

SUPPLIES AND MATERIALS (6300)

Campus Support for Mentors (\$1,000 X 10)	10,000
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OTHER OPERATING COSTS (6400)

Travel for Participants and Summer Trainings	8,865


Total Direct Costs 669,865

Indirect Costs 30,135

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) 700,000

Leading Data Driven Culture: <i>How would you describe your team's...</i>		
a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?		3
b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?		4
c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?		4
d. Use of a system for creating, implementing, and monitoring aligned lesson/curriculum materials (including "do nows", in-class independent work, and homework) that meet or exceed the rigor of the standards and end-goal assessments?		3
e. Ability to recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintains focus on the process throughout the year?		3
f. Ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans?		4
g. Ability to lead interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching (e.g. using monitoring tools, student work analysis, and classroom observations)?		3
h. Ability to hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning?		2
i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?		3
j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?		3

Attachment 1: Leverage Leadership Readiness Assessment

Leading Observation Feedback <i>How would you describe your team's...*</i>		
a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?	3	
b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?	3	
c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?	2	
d. Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?	2	
e. Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?	3	
f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	3	
g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?	4	
h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?	4	
i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?	3	
j. Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?	2	